

Innovations in Instruction

LaProgram.org

LAGUARDIA'S SPRING 25TH ANNIVERSARY EXTRAVAGANZA

LaGuardia's Spring 25th Anniversary Festival

Celebrating 25 Years of Artistic and Academic Excellence

LaGuardia students, teachers, and parents celebrated twenty-five years of excellence in arts and academic education with the Spring 25th Anniversary Festival. The four-day festival featured encore performances and presentations from every studio, giving students the opportunity to share their passion for the arts with their parents, their teachers, and each other.

Parent Nancy Arno described her experience: "Walking into the lobby to the music of a Jazz Combo surrounded by the One Thousand Pairs of Hands commemorative mural was the perfect beginning to the 25th Anniversary Festival," she said. "Visiting classes provided a wonderful perspective on the unique teacher/student vitality and interaction that makes an education at LaGuardia so special."

Students, teachers, and parents certainly took notice of our talented artists. English teacher Dr. Smoller said, "This



"Visiting classes provided a wonderful perspective on the unique teacher/student vitality and interaction that makes an education at LaGuardia so special." -Parent Nancy Arno



VOCAL: Celebrate with Music

made me aware of the great involvement of our students in the arts and the necessity to bring this involvement into the academic classroom." She went on to acknowledge the support students receive from their teachers. "We are privileged to have talented and committed faculty," she said. Dr. Smoller visited the classes of Dr. Washington, Dr. Titone, and Ms. Santiago.

Indeed, many studio teachers opened their classroom doors to facilitate inter-visitations and parents' visitation, encouraging further **collaboration** within LaGuardia's community. Art teacher Ms. Ross invited educators into her art class. Mr. Sudduth took advantage of the opportunity. "This made me think about how it would be useful to provide students with historically relevant images connected to art," he said. He went on to say that students who

were working on landscapes in art classes could bring their passion for painting into social studies courses. They could examine and discuss landscape painting and the development of abstract expressionism as a response to the **nationalism** of the mid-1800s.

Teachers also sought to facilitate such deeper understandings among students as they exposed their classes to performances, studio courses, and showcased work. Some art majors stepped into dance classes, for example, and some of those in social studies visited music courses.

Social studies teacher Ms. Hale brought her classes to see Girls' Choir, Opera Workshop, and Senior Jazz Band. Her visits reminded her of the



ART: An Aesthetic Adventure



DRAMA/TECH.: So You Think You Can Act?



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benefits of integrating the arts into her own teaching, which she has done with her Harlem Renaissance project. She appreciated the structure of the 25th Anniversary Festival, which allowed her students and her to visit classes in other departments with no difficulty. "Being able to take a class [during the festival] makes access [to studios] much easier," she said. She enjoyed the classes of Ms. Bishop, Ms. Sandri, Ms. Swerdfeger, and Mr. Blancq.

Art teacher Mr. Pulver took advantage of this opportunity because he feels that it is good for his students to see the nuts and bolts of a dance class and understand the work that it entails. "It is nice to see the entire class, the flow of it, how teachers run it, and how students respond," Mr. Pulver said. His AP Art History students saw "Greatest Hits from the Choreography Class." Mr. Pulver noticed the "amazing professionalism of dance majors."

"[Seeing dance classes was] like going to visit a friend rather than seeing a stranger," said Mr. Pulver. "Art students already draw dancers, and dance majors base choreography on student art."

Some students did develop a brand new appreciation for the expertise of their classmates, however. Ms. Shern describes her students' response to Ms. Sandri and Ms. Swerdfeger's Opera Workshop: "By the end, they were mesmerized. They were impressed by the performers' acting and the strength of their voices."

"This reminded me of the value of using [Spanish musical plays called] *zarzuelas* within my own curriculum," Ms. Shern said.

"People really enjoy [our festivals]. They bring the school together." -Mr. Weiler

Ms. Shern's students were some of the many who learned more about studio classes. On a single day, art teacher Mr. Stehle was visited by a Physics class, an Environmental Science class, and an English class. His students were painting the same objects from three different points of view. Teachers also benefited: The activity inspired a conversation between Mr. Stehle and English teacher Mr. Sokoloff about how readers benefit from looking at characters from multiple points of view. In turn, this led Mr. Stehle to think about his own project differently.

Viewings from multiple perspectives were also

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INSTRUMENTAL: Celebrate with Music

rewarded in the Lobby, where students, teachers, and parents enjoyed technical theater students' creations from all angles. Mr. Lewis' students contributed to the display. "This consisted of scenic elements that were built for previous LaGuardia productions," Mr.

The class visitation inspired a conversation between art teacher Mr. Stehle and English teacher Mr. Sokoloff about the benefits of looking at characters and artwork from multiple points of view.



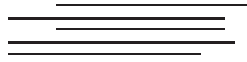
DRAMA/TECH.: So You Think You Can Act?



VOCAL: Celebrate with Music

Lewis said. "Everything on display had already been used in shows. Technical theater students work to create items of the highest quality that can be reused in future productions. I can also use this student work as I teach future classes."

Mr. Pulver and his students also loved seeing the jazz band perform, and the art teacher certainly makes related connections in his classes. "It was nice to see the inner workings," he said. Mr. Pulver feels there is a natural connection between jazz music and visual art. **Both involve improvisation and**



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spontaneous creation.

Social studies teacher Mr. Weiler felt that the 25th Anniversary Festival served as a reminder of the value of incorporating the arts into the teaching of academic classes. He enjoyed Mr. Johnson's students' Show Choir performance. "It's good to see school spirit," Mr. Weiler said. "People really enjoy [our festivals], and they bring the school together."

LaGuardia's Spring 25th Anniversary Festival was the third school festival organized by Assistant Principal of Data and Technology Laura van Keulen.

"The Festival gave students, parents, and staff members of our school community the opportunity to experience the richness of the courses offered at LaGuardia Arts."

"Our school offers an impressive, pre-conservatory program in six majors: vocal, instrumental, dance, drama, visual arts, and technical theater. Watching **"This reminded me of the value of using [Spanish musical plays called] zarzuelas within my own curriculum."** -Ms. Shern



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students progress from Orchestra 5 to Orchestra 8 and from Studio Practice 2 to Advanced Painting has been impressive and quite entertaining. Although I could not attend every program prepared by our dedicated studio teachers, I have greatly enjoyed witnessing the advancements our students make every day in their studio classes. I am looking forward to organizing next year's festival, which will be a celebration of LaGuardia's dual-mission history and legacy."

Ms. van Keulen and Mr. Moore regularly produce articles for the LaGuardia community, each of which can be read at LaProgram.org.

This piece was written by Alex Moore.



DANCE



INSTRUMENTAL: Celebrate with Music



VOCAL: Celebrate with Music



DANCE

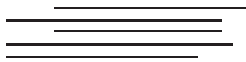


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TEACHING GOALS AND CROSS-CURRICULAR CONNECTIONS

Cross Curricular Connections			

Social Studies and Visual Art: Artwork of Desaparecidos

Submitted by Ms. LaSalle

During the 1980s and 1990s Latin America was run by dictators (generals, one coup after another, etc.). Many in Latin America lost their lives if they spoke out against the dictators, or if they were merely deemed suspicious. Many loved ones simply disappeared.

Mr. Pulver helped Ms. Hartnett and Ms. LaSalle reword and expand their questions so this project would be more meaningful for the student when studying these works of art.

Ms. Hartnett and Ms. LaSalle teach the history of this period in Global 3 and 4 (10th grade). As an assessment they use artwork that has been created by members of the families who disappeared.

Through their personal experience of this time period these artists tell their story. Ms. Hartnett and Ms. LaSalle have had some of these artists visit their classroom and in the last few years when it has been difficult to get these artists again, students have visited their artworks through a virtual museum.

Ms. Hartnett and Ms. LaSalle have composed questions for students to consider as they look at the political artwork of survivors of Latin American tyranny. However, Ms. Hartnett and Ms. LaSalle do not have an artist's eye or lexicon of terms. Mr. Pulver, from the art department, has a background in Latin American Studies and he has an artist's critical eye. Mr. Pulver helped Ms. Hartnett and Ms. LaSalle reword and expand their questions so this project would be more meaningful for the student when studying these works of art. Mr. Pulver indicated that in the future he would like to bring his expertise in Art and Art History into Social Studies classrooms.

Visual Art and Science: The Prism and the Spectrophotometer

Submitted by Ms. Bodha

This past semester, Mr. Singh attended many visual art classes and was fortunate to work extensively with Ms. Wolfe. They explored similarities and differences between

Advanced Watercolor and Earth Science through the use of prisms and a spectrophotometer. The latter is an instrument used to measure properties of light over a specific portion of the electromagnetic spectrum; it is typically used in spectroscopic analysis to identify materials.

During their visit, Ms. Wolfe demonstrated to her

Ms. Wolfe demonstrated to her class that when looking at white light using a prism or a spectrophotometer, one can see all the colors of the rainbow.

class that one can also look at white light through a prism to see all of the colors of the rainbow. (Most science students had previously remembered these colors using the mnemonic ROY G BIV.) Thereafter,

Ms. Wolfe explained to the class how this is not the case with white paint used in watercoloring because paints are made from pigments suspended in a water-soluble vehicle.

Mr. Singh was also reminded of just how many prominent artists (e.g., Leonardo DaVinci) were also scientists.

Drama, Music, and English: Tone, Diction, Syntax, and Interpretation

Submitted by the English Department

The following are ideas that will be explored in the English Department next year:

One area of focus could be the analysis of diction and syntax in both English and music. Many tones and effects can be created through the use of particular patterns in writing and "New Music" compositions. Whether one is composing a written or musical piece, each involves the creator using motifs and making decisions to communicate ideas.

It would also benefit students to examine oral interpretation and dramatic presentation. Preparing for the presentation of oral interpretive pieces can be compared to preparing for a role in a play. In each case, attention is paid to phrasing, gestures, vocal patterns, tone, etc.

Dr. Vincent, Ms. Corbin, Ms. Healy, and Mr. Apostle deserve our thanks for sharing these ideas with the LaGuardia community.

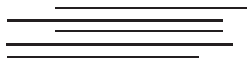
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SUMMER REGENTS EXAMINATIONS

Summer Regents Exam Schedule: August 2010

Examination Schedule: August 2010		
Tuesday August 17 8:30 a.m.	Wednesday August 18 8:30 a.m.	Thursday August 19 8:30 a.m.
	Comprehensive English: Session One	Comprehensive English: Session Two
	Integrated Algebra	
	Geometry	
	Algebra 2/ Trigonometry	
12:30 p.m.	12:30 p.m.	12:30 p.m.
R.E. in Global History and Geography	Living Environment	
R.E. in U.S. History and Government	Physical Setting/ Earth Science	
	Physical Setting/ Chemistry	



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GOALS THAT ARE SPECIFIC, MEASURABLE, ACHIEVABLE, REALISTIC, AND TIME-BOUND

SMART Goals: The English Department

Major Goal: Increased Ability to Write Interpretive and Responsive essays

- Create thesis statements that are specific and comprehensive
- Connect supporting examples to the thesis statement
- Weave quotations and textual examples into body paragraphs
- Use precise and engaging language
- Follow the standard conventions of proper English

Measurements

- In-class and at-home essays
- Pretests/diagnostics
- Projects, journal/writer's notebook entries
- Standardized tests: ELA Regents, Advanced Placement Exams
- Term papers
- Midterm and final exams
- Students' final drafts

Approaches and Strategies

- Peer group revision and editing
- Oral explanation and discussion
- Sharing of model student essays and professional writers' work
- Teacher comments/feedback on students' written work

- Checklists and rubrics
- Power Point presentations
- Practice with the Statement/Proof/Analysis technique
- Use of graphic organizers
- Opportunities for students to write multiple drafts
- Employing a process approach to writing
- Mini-lessons on discrete skills
- Revision with a targeted goal
- Opportunities to write a variety of writing tasks
- Opportunities to publish
- Encouragement to enter citywide and school wide writing competitions

Final Outcomes

- An increase in students' scores on the ELA Regents and Advanced Placement Exams over the previous year's scores
- Increased student ability to write correctly, coherently, precisely, comprehensively, and structurally
- Increased ability to use effectively sophisticated language in writing
- Increased number of winners of writing awards over the previous year

Second Floor Scoop

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SECURING VALUABLES



TEACHERS: Please Lock Away Valuables Before Summer Vacation.

Please secure all personal items and school equipment (TVs, DVD players, projectors) before the summer break. Custodial staff will also be disposing of papers and other items on window sills, etc. In addition, Mr. Law will come around to lock up technology items such as laptop carts, lcd projectors, and SMART boards.

MEASURES OF PROGRESS



TEACHERS: Grades Are Due on Thursday, June 17, at 9am.

The third marking period ends on **Monday, June 14**. Thank you in advance for submitting grades by **9AM on Thursday, June 17, at 9am**.

DO

...give grades in increments of five unless you are giving a grade between 90 and 100 or an 88.

DON'T

- ...forget to select "Save Target As" after right-clicking on the attachment in your e-mail.
- ...give any grade lower than a 40. The only exception to this rule is if you teach physical education, drama, or dance and are giving a 9 to a medically excused student.
- ...change the name of the original file in any way. The correct format is LASTNAME_2009_2_3.

REGENTS EXAMINATIONS



STUDENTS WHO RECEIVE EXTRA TIME ON REGENTS EXAMS: Review the Information Below.

If you are entitled to extra time and are scheduled to take two Regents on a single day, you may ask Ms. van Keulen about postponing one Regents examination until August. Come to **Room 261** as soon as possible.

A SECOND CHANCE TO APPLY



STUDENTS: You May Request Certain Classes Online Until Sun., June 13.

Visit **LaProgram.org** to apply. Daedalus is now open for registration for the following classes until **Sun., June 13**:

For next year's seniors ONLY:

- Pre-calculus Honors
- Forensics

For all students:

There are still a few openings in some AP classes and honors classes for all grades. Any student who missed the chance to select such courses in May will now have a final opportunity to do so. Please go on Daedalus and apply **ONLY** for classes for which you did not apply during the first round. If the department chairs eliminated you from the application pool, please do not apply again. The same criteria will be applied this time as well.

MAKE-UP LABS



STUDENTS: Review the Time for Make-up Labs.

Students who received a lab deficiency letter should attend the appropriate makeup session.

Living Environment: Monday, June 14, 4:15 p.m. 6:15 p.m. Room 545-Laboratory

Regents Chemistry: Monday, June 14, 4:15 p.m. 6:15 p.m. Room 525-Laboratory

COMMAND OF LANGUAGE

collaborate	v.	to work together, especially in a joint intellectual effort
nationalism	n.	devotion to the interests or culture of a particular nation
entail	v.	to have, impose, or require as a necessary accompaniment or consequence
conceivably	adv.	possibly, imaginably
improvise	v.	to invent, compose, or recite without preparation

The American Heritage Dictionary 2001 ed.

Regents Examination Schedule: June 2010

Regents Examination Schedule: June 2010					
Tuesday June 15 9:15 a.m.	Wednesday June 16 9:15 a.m.	Thursday June 17 9:15 a.m.	Friday June 18 9:15 a.m.	Monday June 21 9:15 a.m.	Tuesday June 22 9:15 a.m.
Algebra 2/ Trigonometry	Comprehensive English: Session 1	Comprehensive English: Session 2	U.S. History & Government		Physical Setting/ Earth Science
Math B					Physical Setting/ Physics
1:15 p.m.	1:15 p.m.	1:15 p.m.	1:15 p.m.	1:15 p.m.	1:15 p.m.
Global History & Geography	Living Environment	Geometry	Integrated Algebra	Comprehensives in Art, Dance, Drama, Tech., Music	Comprehensives in French, Italian, German*, Latin*, Hebrew*, Spanish
	Physical Setting/ Chemistry				

*Available in Restricted Form only. Each copy of a restricted test is numbered and sealed in its own envelope and must be returned, whether used or unused, to the Department at the end of the examination period.

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